

Group Member:		Harrogate College	
Job Title:		Quality Assurance	
Reports to:		Deputy Head of Apprenticeships	
Job Grade	T2	Department	Harrogate College

ROLE SUMMARY:

To plan, co-ordinate, assess and review the assessment of apprenticeships.

CORE RESPONSIBILITIES:

- To plan, co-ordinate, assess and review the assessment activities associated with apprenticeships
- Plan and deliver standardisation meetings
- Lead on external quality assurance meetings

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

Kindness

Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them

Ownership

Using our robust business planning model to allow areas to have clear ownership over their vision and performance

Enjoyment

Collaborative

Fostering environments that enable staff and students to be brave, interact and have fun

Passion

Encouraging all to have aspiration and passion in everything they do.

Proactively seeking opportunities to create synergies and positive outcomes for all

Creative

Always hungry to learn and looking ahead so we can be responsive

Person Specification

Job Title:	Lecturer - Motor Vehicle
Department	Harrogate College

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Hold or be willing to work towards a L5 Teaching Qualification (e.g. Cert Ed, PGCE). (Essential)	A / C
E	Q2. Relevant highest level vocational / technical qualification or degree in teaching subject (Electrical)	A / C
E	Q3. English and Maths at Level 2 or above or be willing to work towards one within a given timeframe, as well as a willingness to improve in one or both disciplines to level 3 or above	A / I / C
E	Q4. Relevant up to date subject knowledge	A / I / P
D	Q5. Have an understanding of the Further Education or school sector.	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Relevant recent experience in the subject sector area and clear expertise.	A / I / MT
D	EK2. Experience of positively managing student and group progression, advice and guidance in a training or Further Education setting	A / I
D	EK3. Experience developing creative learning materials for groups of learners	A / I / MT
D	EK4. Experience of undertaking internal verification and moderation activities	A / I
E	EK5. Proven commitment to continuous professional development	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Current expertise in the specialist subject sector	A / I
E	SC2. Able to demonstrate ability to remain current in the specialist subject area (e.g. through professional development, professional organisations / trade associations, attendance at conferences, membership of communities of practice, etc.)	A / I
D	SC3. Commitment to develop and deliver strategies to improve retention, achievement, success and attendance rates for groups of learners	A / I
D	SC4. Ability to plan and deliver quality teaching across identified cohorts	A / I
E	SC5. Ability to work as a pro-active and supportive member of a team, with skills to lead in a particular area of the curriculum	A / I

D	SC6. Ability to inspire and motivate learners to achieve their best	A / I / MT
D	SC7. Exceptional verbal /written communication and interpersonal skills	A / I / MT
D	SC8. Ability to provide productive insight into the review process and development of identified courses	A / I
D	SC9. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms	A / I / T

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I